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ABSTRACT

Due to the changing labor market needs, a statewide core curriculum for the general marketing program for Wisconsin was explored. Voluntary standardization has resulted in difficulty in determining a mandated curriculum. In 1984, a national model core curriculum, occupational valid competencies, and a mission of marketing education were developed. Two surveys on program courses were administered in two separate mailings (N=185). Based upon the combination data, most core courses were accepted as a part of the common core. It was recommended that the course on business law be taught by local colleges. Ten marketing program core course titles ware developed: (1) marketing principles; (2) marketing information management; (3) promotion principles; (4) selling principles; (5) supervisory principles; (6) economics; (7) business law; (8) accounting; (9) marketing mathematics; and (10) microcomputer applications. In addition, core curriculum concepts were developed and implemented for each course. (NLA)

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Marketing Education

Curriculum Planning Guide

Postsecondary 104-3 General Marketing

Wisconsin

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Wisconsin Board of Vocational, Technical, and Adult Education

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WISCONSIN POSTSECONDARY MARKETING EDUCATION CURRICULUM GUIDE

GENERAL MARKETING

104-3

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The research reported herein was performed pursuant to a contract with the Wisconsin Board of Vocational, Technical, and Adult Education. Contractors undertaking such projects are encouraged to express their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board position or policy.

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MARKETING EDUCATION CURRICULUM GUIDE
GENERAL MARKETING 104-3

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NEEL AND SCOPE OF A CORE MARKETING CURRICULUM

The advantages of a core curriculum for the General Marketing program (104-3) are many. It is recognized that all 16 VTAE colleges have General Marketing programs with strong enrollments. There are few other programs that generate over 1650 FTEs per year and are offered by all campuses. It is because of this universal offering by name and high enrollment that it seemed desireable to bring uniformity to the 104-3 Marketing program.

The General Marketing program has been a solid program that required little maintenance or change. However, due to changing labor market needs and the work done on the National Marketing Education Curriculum Framework, it was decided to explore the concept of developing a statewide core curriculum for the General Marketing program.

The benefits of a commitment to a revised curriculum for the General Marketing include the following:

* Elimination of inappropriate occupational focus for the general marketing program

* Addition of new and relevant marketing concepts of the future

* Broadening the focus to the program which would include Marketing Manager and Sales Manager as appropriate target jobs

* Encompasses the three foundations of marketing and the nine functions of marketing as outlined in the National Curriculum Framework

* Emphasis on broad, almost global concepts and competencies to enable the marketing graduates to continue, if desired, to pursue the widest possible employment opportunities

* Increased understanding of what the 104-3 program really does accomplish on the part of business and industry. A recognizable image.

* Greater recognition and acceptance from related instructional leaders within the district

* Increased transfer of marketing competencies to other disciplines as the narrow occupational focus is eliminated and the applicability to a broader ranger of occupations is recognized

* Encouragement of new occupational programs both short and long term

* Greater use of marketing concepts and competencies in continuing educations

* Inclusion of the National Marketing Education Curriculum Framework in the 104-3 program

* Simplified promotion of the program either within a college or statewide

* Greater consistency among colleges

* Easier to make changes in the future

* Creation of new "drawing cards" to attract students

* Emphasis on the discipline of marketing.

INTRODUCTION

Uniformity in curricula among educational institutions has long been a difficult task to manage. Resistance to uniformity has been voiced in statements about regional differences, academic freedom, local control, coordination, and cooperation—just to name a few.

When the term articulation is used, educators believe in working with vertical articulation (secondary to postsecondary) and horizontal articulation (within the institution)—but little articulation among institutions occurs or has occurred. State educational agencies have tried to mandate curriculums with some degree of success. Wisconsin has not been one such state due to the philosophy of local governance and control. Wisconsin believes that educational jurisdiction should remain primarily at the local level and articulation should be on a cooperative basis; therefore "volunteer" standardization has resulted.

Two main weaknesses of the volunteer approach to standardization are difficulty in: (1) mandating a curriculum when the authority is limited and (2) determining what the curriculum should include.

Marketing educators, at both the secondary and postsecondary level, have been working on this problem since the 1980 Vail Conference indicated a need to standardize curriculum. This was reinforced by the 1984 Atlanta Conference that was devoted to arriving at a consensus of what should constitute a core for the marketing curriculum. Subsequently, the Marketing Education Association's conclaves have continued the development and implementation of a common curricula for marketing education.

A REVIEW OF THE NATIONAL PLAN FOR MARKETING EDUCATION*

At the 1984 Curriculum Conference in Atlanta, one of the four broad goal areas addressed was curriculum. Over 350 marketing educators representing businesspersons, supervisors, teacher educators, and high school and postsecondary marketing instructors participated in an extensive consensus building process. In response to the outcomes of the 1984 conference, the National Curriculum Committee was charged by the NCME (National Council for Marketing Education) to accomplish two tasks:

1. To develop a model core curriculum for prebaccalaureate Marketing Education that is consistent with the consensus statements of the 1984 National Marketing and Distributive Education Curriculum Conference.

2. To research and recommend a set of occupational valid competencies for the core curriculum for all marketing levels.

In 1986, the Curriculum Committee published recommendations for a two-part curriculum framework. The competencies contained within the framework have been adopted as the "core" to be incorporated into the curriculum of all prebaccalaureate Marketing Education programs.

*(Note: The complete national marketing plan, including directions for curriculum development, can be acquired for $12.50 from the MarkEd Resource Center, 1375 King Avenue, Columbus Ohio, 43212-0226.)

POSTSECONDARY STANDARDS—A STATUS REPORT

At the 1988 Marketing Education Conclave at Copper Mountain, Colorado, a draft copy was discussed. Part of that draft document, even though there has not been a final document presented, focuses on "Guidance in the development of program and and course objectives and course revisions." One of the draft document standards discussed was Standard Statement II.

Standard Statement II states, "curriculum and instruction reflect current theory, methods, and marketing practice and address current and future needs of the marketing industry." As part of that standard and specifically addressing curriculum development, the draft document states "curriculum is designed to meet evolving needs of the labor market and changes in marketing, management, and entrepreneurship." The Wisconsin Board of Vocational, Technical and Adult Education brought together postsecondary teachers and administrators to explore and develop the belief that a common core curriculum could be adopted statewide.

This meeting was in support of "Operational Recommendations and Implementation Strategies" to:

a. develop a core marketing curricula

b. develop a marketing program curriculum design.

PHASE I CORE CURRICULUM RECOMMENDATIONS

The VTAE Marketing Task Force was given the charge to develop a state-wide marketing core curriculum--focusing on the General Marketing program. The Stevens Point meeting in August, 1988, was called to explore the possibility of establishing a core curriculum for the General Marketing program and, if consensus was reached, develop the core curriculum.

Several key issues were discussed so group consensus in principle could be achieved. Consensus in principle was achieved if 75 percent of the group agreed to the principle statement. Their recommendations were then validated by two surveys. The results are shown in percentage of agreement. The number of respondents by survey was 139 for Survey 1 and 46 for Survey 2. There were 19 Phase I Task Force Members.

The task force members agreed that a common core of courses/content could and should be developed for the General Marketing program.

Each group worked on what courses should be included in the core and presented its list to all groups.

The entire group agreed that a maximum of 15 credits (five 3-credit courses) would be a goal that could be reached. The five courses were identified and the group was asked to verify the five courses and their descriptions. In addition, the group was asked to give consensus to (1) the Mission Statement of Marketing Education, and (2) which prefix/suffix to use. The results are as follows:

Mission of Marketing Education

Do you believe the following reflects the mission of marketing education at the postsecondary level?

"The Mission of Marketing Education at prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system."

Percentage of Agreement--Mission of Marketing Education

Phase I Task Force	88%
Survey 1 Respondents	97%
Survey 2 Respondents	96%

Consensus was reached on the Mission of Marketing Education.

Prefix/Suffix of Course Titles

Which course prefix/suffix do you believe should be used to describe the appropriate core courses? Select only one.

Percentage of Agreement--Phase I Task Force

Marketing (no prefix or suffix):	20%
Principles (of Marketing):	20%
Fundamentals (of Marketing):	07%
(Marketing) **Principles:**	47%
Introduction to (Marketing):	07%

Percentage of Agreement--Survey 1 Respondents

Marketing (no prefix or suffix):	24%
Principles (of Marketing):	27%
Fundamentals (of Marketing):	21%
(Marketing) **Principles:**	10%
Introduction to (Marketing):	14%

Percentage of Agreement--Survey 2 Respondents

Marketing (no prefix or suffix):	17%
Principles (of Marketing):	15%
Fundamentals (of Marketing):	26%
(Marketing) **Principles:**	22%
Introduction to (Marketing):	13%

After the initial tally, and based on the above figures, the group decided on basic courses to be titled as (Marketing) **Principles.**

104-3 MARKETING PROGRAM CORE COURSE TITLES & DESCRIPTIONS

Based upon the consensus of the group, five common courses were identified as being a part of the common core. Each participant was asked to agree or disagree with the course description.

Marketing Principles: Marketing foundations represent the basic skills and understandings of the marketing concept and the business environment and management systems within which it is implemented. Concepts include functions of business, ownership structures, marketing functions and concepts, channels, management functions, budget considerations, business operations, and specialized applications of business operations.

Percentage of Agreement--Marketing Principles

Phase I Task Force	100%
Survey 1 Respondents	92%
Survey 2 Respondents	98%

Marketing Information Management: The marketing-information management functions refers to systematically gathering, analyzing, and distributing information to facilitiate marketing decisions. Topics include the need for and uses of marketing information, the systems of marketing-information management, using the scientific method in problem solving, forecasting, conducting primary and

secondary research, analyzing and reporting research, using appropriate technology, and managing the marketing-information process.

Percentage of Agreement--Marketing Information Management

Phase I Task Force	94%
Survey 1 Respondents	90%
Survey 2 Respondents	90%

Promotion Principles: The promotion function refers to communicating information about products, services, image, or ideas to influence consumer behavior. Topics include the communication process, the marketing-communications mix, promotion planning, and managing the promotion function.

Percentage of Agreement--Promotion Principles

Phase I Task Force	94%
Survey 1 Respondents	88%
Survey 2 Respondents	91%

Selling Principles: The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the processes and techniques of selling, the ethics of selling, time and activity planning, product/service knowledge, supporting activities, and managing the selling function.

Percentage of Agreement--Selling Principles

Phase I Task Force	89%
Survey 1 Respondents	92%
Survey 2 Respondents	98%

Supervisory Principles: Supervision involves the development, control, and evaluation of employees. Topics include training techniques, supervisory skills, communication with subordinates, employee morale, job satisfaction, and developing a supervisory philosophy.

Percentage of Agreement--Supervisory Principles

Phase I Task Force	94%
Survey 1 Respondents	78%
Survey 2 Respondents	83%

Support Courses

Participants, using a small group format, also discussed additional information concerning the development of a core set of courses. The discussion included whether some support courses should be included in the core. The suggested courses and results are listed on the next page. The survey respondents are listed as individu responses by survey.

Question: "Do you believe the following courses should be included in the marketing core?"

Percentage of Agreement--Economics

Phase I Task Force	100%
Survey 1 Respondents	76%
Survey 2 Respondents	87%

Percentage of Agreement--Business Law

Phase I Task Force	67%
Survey 1 Respondents	68%
Survey 2 Respondents	87%

Percentage of Agreement--Accounting

Phase I Task Force	83%
Survey 1 Respondents	64%
Survey 2 Respondents	80%

Consensus in principle was reached for an economics and accounting course being a part of the marketing core. Consensus in principle was not reached for the law course even though a majority of the small groups believe it should be a part of the core.

Other Issues

The groups were asked to addressed four additional issues. The results are listed below.

Question: "Should mathematics applications in marketing be a separate course in the marketing core or integrated in the various core courses?"

Percentage of Agreement--Marketing Mathematics Applications

Phase I Task Force	100%
Survey 1 Respondents	78%
Survey 2 Respondents	85%

Question: "Internship (or a variation of) should be in the marketing core."

Percentage of Agreement--Internship

Phase I Task Force	71%
Survey 1 Respondents	68%
Survey 2 Respondents	78%

Question: "(Micro)computer Applications in Marketing course should be included in the marketing core."

Percentage of Agreement--(Micro) Computer Applications in Marketing

Phase I Task Force	76%
Survey 1 Respondents	81%
Survey 2 Respondents	85%

Questions: "Do you believe that the 104-3 Marketing Program curriculum core is appropriate for other associate degree programs.

Percentage of Agreement--Core Concept for other Marketing Programs

Phase I Task Force	100%
Survey 1 Respondents	83%
Survey 2 Respondents	91%

RESEARCH PROCEDURES

The surveys were administered in two separate mailings. The first set was distributed at the fall marketing instructor's workshop in October, 1988. Each workshop participant was asked to request enough surveys to administer to the following groups:

a. Full-time marketing instructors
b. 104-3 Marketing program supervisors
c. 104-3 Advisory committee members
d. 104-3 program directors/deans

The initial survey mailing returned 139 surveys. A follow-up mailing was initiated in January, 1989, by the project staff, in an attempt to increase the quantity of completed surveys. The second mailing returned an additional 46 surveys for a total of 185 surveys. The findings generated by the data were to validate the recommendations of the Phase I Task Force.

This validation was the main focus for the Phase II meeting in Stevens Point on June 6-8, 1989. All VTAE districts were given the opportunity to complete the survey. In addition, full-time marketing division instructors were asked to administer the survey to their program advisory committee members. All 16 VTAE colleges responded with completed surveys even though not all districts completed the same number of surveys. The data were presented to the Phase II Task Force as a focal point of their meeting.

Chi-square analysis was used to determine agreement of opinions among the types of respondents by survey (full-time instructors, advisory committee members, program supervisors, and program directors/deans). Chi-square can be used to test a null hypothesis that there is no significant difference between the proportion of the subjects falling into any number of different categories. In addition, Pearson r was used for the correlation index. This coefficient is used when the scale of measurement is either of the interval or the ratio type.

Null hypotheses were developed to determine if there was a significant difference of opinion among respondents when categorized by type of respondent and by survey. In addition, a percentage was used to validate consensus. The predetermined level of agreement was 75 percent. Null hypotheses were also developed to measure the level of agreement of combined respondents of survey 1 to combined respondents of survey 2.

The demographic data from the surveys are presented in Table 1, which identifies the four types of respondents queried using survey 1, survey 2, and the combined totals of surveys 1 and 2.

Table 1
Demographic Classification of Respondents

Type of Respondents:	Survey 1		Survey 2		Combined	
	No.	%	No.	%	No.	%
Full-time Instructor	10	07	15	33	25	14
Advisory Committee Member	20	14	11	24	31	17
Program Coordinator/Supervisor	59	43	18	39	77	42
Director/Dean	46	33	02	04	48	25
Missing	04	03	00	00	04	02
Total	139	75	46	25	185	

FINDINGS

To achieve that objective, task force participants were reviewed on the process and results from the first meeting since some participants were not in attendance at the first task force meeting.

Based upon the combined data by the respondents, the following findings are presented. The five courses proposed by the Phase I Task Force are accepted as a part of the common core. In addition, an economics course, and a (micro)computer applications in marketing course, and a mathematics applications in marketing course were strongly endorsed as being included in the common core.

Legal Aspects of Business (Law) and an internship component were not fully endorsed by all three groups. It was recommended that the courses be addressed by local colleges.

PHASE II TASK FORCE MEETING

Phase II of developing a core curriculum for the 104-3 Marketing Program evolved as a result of Phase I of the project and the findings of a consensus survey administered to VTAE administrators, supervisors, instructors, and advisory committee members.

Specifically, Phase II was to develop the concepts for the core courses, as identified by the Phase I Task Force and the subsequent survey results, for the General Marketing Program (104-3). The five core courses identified by the Phase I Task Force and validated by the survey are: Marketing Principles, Selling Principles, Promotion Principles, Supervision Principles, and Marketing Information Management. In addition to validating the five core courses, additional courses were included in the survey to be considered as part of the curriculum.

A Phase II Task Force was identified to assist in the development of the core curriculum concepts. This statewide marketing instructor group, representing 14 of the 16 VTAE districts, utilized the data to develop a model curriculum guide. The core curriculum model will be developed, published, and disseminated at the fall marketing instructors' meeting in October, 1989, and at the WAMBO (Wisconsin Administrators of Marketing and Business Occupations) meeting in October, 1989.

The project was based upon the necessity to articulate marketing at the postsecondary level in Wisconsin with the national marketing education curriculum plan and secondary marketing curriculums. The two curriculum areas, as represented by the Marketing Education National Curriculum Framework and the Wisconsin Secondary Marketing Education Curriculum, have already been developed. In addition, there was a need to react to concerns from the VTAE state office regarding consistency of curriculum among similar programs throughout the VTAE system.

Benefits of a core curriculum include better utilization of local district and state resources in order to keep pace with curricula changes and provision for an effective curriculum framework for the future, such as a statewide model that complements the national framework. In addition, the development of the model can serve as a conceptual framework for other General Marketing programs as well as other postsecondary programs outside the General Marketing area.

The major objective of the second task force meeting was to develop major instruction concepts for the marketing courses that were identified as part of the Marketing Program core by the first task force and the data from the two surveys. No attempt was made to develop major instructional concepts for courses outside the marketing curricula area that were recommended as part of the core. To achieve that objective, task force participants were reviewed on the process and results from the first meeting since some participants were not in attendance at the first task force meeting.

The members of the second task force were selected based on two criteria. The first was expertise in one or more of the core course(s) and; the second was representation of all VTAE districts. (See Acknowledgments for names and districts of participants). Through this selection process, it was determined that the major instructional concepts the second task force developed would not need validation. The validation was through the selection process. However, local VTAE districts may choose to validate the major concepts through their local General Marketing program advisory committee.

The opening session of the Phase II Task Force Meeting dealt with an orientation to curriculum development by Dr. Richard James. Dr. Harland Samson lead a session on developing course

concepts versus curriculum. The key issue in the development of concepts was to allow local VTAE districts to retain some curriculum development and teacher/learning activities while having broad concepts identified by the curricular experts. The participants were then assigned to groups based upon their curricular expertise. A concept was identified by the following descriptors:

" It is a thought or a notion; an abstract idea generalized from particular instances (syn) ideas. Abstract is to consider apart from application to a particular instance. An idea is a visible representation of a conception; a replica of a pattern; something assumed. It is whatever is known or supposed regarding an object."

The core concepts developed by the task force were only meant to be the minimum of what should be covered in the core courses—not only what should be covered. This was a continuation of the belief that local districts should and must have a say in curriculum to take into consideration their own needs.

In addition to developing the core concepts, several unresolved issues were addressed by the task force. One was to ask for their input on prefix/suffix of course titles for the core courses. Another was to address several course descriptions since in several cases, the survey results did not indicate a high level of agreement.

The task force members were also asked to give input as to what the final core curriculum document would contain that would be used by the local VTAE districts.

CORE CURRICULUM CONCEPTS BY COURSE

After two days of working on the core concepts in small groups and then validating the information with the entire task force, a list of concepts were compiled and prioritized for each of the core curriculum courses. In addition, editorial changes were also addressed in the course description. The task force recommended that the use of ". . .Principles" after each course title, where appropriate.

Course Title: **Marketing Principles**

Course Description: Marketing principles represents the comprehension of the marketing concept and functions. Major concepts include the marketing environment, segmentation, marketing mix, management information system, marketing opportunities, and buyer behavior.

Marketing Concepts:

1. Marketing environment and concepts. The definition and role of marketing and customer satisfaction. Includes trends and impact of marketing and the ethics involved in marketing.

2. Segmentation/target marketing. Types of segmentation of current and/or potential markets in reaching the most effective niche.

3. Marketing Mix. The strategic planning and management of marketing resources.

4. Product/service. The planning/management of produce/service to meet the needs of the marketplace.

5. Price. The role and strategies of pricing.

6. Place/distribution. The strategies and methods of distribution.

7. Promotion. The communication strategies using the promotional blend/mix.

8. Buyer behavior. The motivation and influences on consumer and industrial buyers.

9. Marketing information management. The collection, analysis, and evaluation of marketing information to facilitate the decision-making process.

10. Opportunities in marketing. The exploration of business and career options (domestic and international).

Course Title: **Marketing Information Management:**

Course Description: The marketing-information management functions refers to systematically gathering, analyzing, and distributing information to facilitiate marketing decisions. Topics include the need for and uses of marketing information, the systems of marketing-information management, using the scientific method in problem solving, forecasting, conducting primary and secondary research, analyzing and reporting research, using appropriate technology, and managing the marketing-information process.

Course Concepts:

1. Role of marketing information management. The utilization of information and information systems for short- and long-term marketing planning and decision making.

2. Research design models. The identification of established structures and directions of market research.

3. Information gathering models. The research tools used in collecting primary and secondary data.

4. Information processing models. The transformation of raw data into meaningful information for quantitative review.

5. Information analysis and interpretation. The analyzation, systematizing, and processing of data to organize information for decision making.

6. Post-research activities. The assessment of action plans and follow up of recommendations.

Course Title: **Promotion Principles**

Course Description: Promotion principles refers to non-personal communication about product services, image, or ideas to influence customer behavior. Topics include advertising, sales promotion, visual promotion, public relations, and managing the promotion function.

Promotion Concepts:

1. Advertising. The role, ethics, creative design, media coordinating, budgeting, and measuring effectiveness on customer behavior.

2. Sales Promotion. The role, types, costs, and management of sales promotion.

3. Visual Promotion. The role, types, design principles, planning and evaluation of the effectiveness of the promotion.

4. Public Relations. The role, planning, management, and integration with community activities to create external and internal support.

Course Title: **Selling Principles**

Course Description: The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the processes and techniques of selling, the ethics of selling, time and activity planning, product/service knowledge, supporting activities, and managing the selling function.

Selling Concepts:

1. Customer Satisfaction. The relationship between product supply and customer demand with emphasis on the marketing concept, customer service and business ethics.

2. Selling Process. A series of sequential activities consisting of pre-selling activities, presentation activities, and post-selling activities.

3. Selling process knowledge bases. The understanding of the selling process which includes customer knowledge, product/service knowledge, sales person self-knowledge, and sales psychology knowledge.

4. Sales support activities. A knowledge of those activities that support and improving the selling activity. These include time management, territory management, records management, and marketing information exchange regarding trends, problems, and competitors.

Course Title: **Supervision Principles**

Course Description: The development of supervisory philosophy, skills and techniques which include: effective communications, leadership roles, supvervisory functions, and decision making processes.

Supervision Concepts:

1. Nature of the supervisor's job. The description, definition, history, and evolution of the supervisory from past philosphies to present practices.

2. Verbal and non-verbal communications. Knowledge of interaction, both verbal and nonverbal, with employees, peers, managers, and customers.

3. Role of leadership. An introduction to the various styles of leadership and the uses (applications) of when to use the various styles of leadership.

4. Supervisory functions. The planning, organizing, staffing, directing, and controlling of personnel under the supervisor's span of responsibility.

5. Problem solving/decision-making processes. An understanding of the various models used in problem solving with emphasis on decision making that takes into consideration environmental factors (internal and external).

Other Issues

In addition to the five common core courses, additional courses were recommended for inclusion in the General Marketing program. These courses, as recommended by the task force participants and validated by the two surveys are:

*economics
*mathematics application in marketing
*(micro)computer applications in marketing

Three additional courses were identified by the task force participants as possible courses for the General Marketing program. However, the survey data did not support inclusion of the courses even though local local districts might consider the addition of these courses to the General Marketing program. These courses are:

* legal aspects of business (law)
* accounting principles
* some form of internship.

STRATEGIES FOR IMPLEMENTATION

As part of the strategies for implementation, Dr. Harland Samson presented at the Phase II Task Force meeting in June, 1989, in Stevens Point Wisconsin. The following text is a summation of his remarks.

The task force members in both the Phase I and the Phase II workshops are to be commended for their hard work and exceptionally professional approach to the development of a revised and updated core curriculum for Wisconsin's postsecondary marketing programs. The review and reassessment of the foundational marketing courses offered by the VTAE colleges was long overdue. The thoughtful development of these five marketing core courses is a significant step toward statewide program improvement.

The implementation of updated courses within the concept of a core curriculum for marketing will require additional effort and dedication by marketing instructors and staff throughout the state. It should be obvious that a conceptual framework for a core curriculum, while helpful in setting scope and depth for courses, does not in itself assure a quality curriculum and certainly does not assure quality instruction. The design and delivery of any course is the result of the unique efforts of the individual program supervisor and instructional staff.

Because of the development and consensus achieved in this project there is now a reasonable assurance that Wisconsin postsecondary associate degree marketing programs:

1. will have greater consistency across the districts

2. will have common guidelines for the development of curriculum and instruction for these five courses

3. will have common guidelines for the orientation and direction of new marketing instructors.

4. will have a model for additional curriculum reform in general marketing courses and in other marketing courses and in other marketing programs

5. will be congruent with the National Marketing Education curriculum

6. will be congruent with the Wisconsin high school marketing curriculum

7. will have a basis for meaningful articulation planning with both high school and higher education marketing programs

Obviously curricular change of the magnitude generated by this project will take a period of time to accomplish. Realistically the revision and integration of the five core courses could take districts up to as much as 36 months. Many of the marketing instructors in the districts have not been involved with the review nor have the benefit of the reflection and analysis that has built the outcomes and consensus achieved in these task force workshops. Many district administrative staff and local

advisory committee members may question the need for any change in the present curriculum structure or content. Communication in the broadest sense on what has transpired and what actions are needed will be essential if successful implementation is to occur. The following are some suggested efforts:

1. Task force members (Phase I and II) should make a deliberate effort to discuss the core curriculum structure and concept with instructional staff and administrators in their college.

2. The project report should be widely disseminated to instructors, supervisors, division deans, other administrators, and advisory members.

3. The final project report should be an agenda item at meetings of VTAE supervisors, curriculum directors, instructors, and other instructional groups; at district director meetings; at meetings of the VTAE professional staff; at meetings of WAMBO, MEA, AND MEOW (Management Educators of Wisconsin); and at meetings of instructional staff at individual colleges.

4. The state consultant should organize/facilitate special implementation workshops during the 1989-1990 and the 1990-1991 school years. Consideration should be given the writing and funding of a follow-up project for the 1989-1990 year.

5. Each district should initiate a curriculum review study team that would determine what curricular adjustments are needed in their program to effectively implement the core curriculum. Further, each district should develop a long-range plan for the incorporation of the core curriculum courses and the modification of other courses.

6. The VTAE marketing program evaluations should make a special effort to assess the degree of the core curriculum adoption as program evaluations are conducted over the next five years.

7. Success stories of implementation efforts should be gathered from marketing program supervisors/directors and shared widely among marketing educators in all districts.

The success of the marketing core curriculum implementation and effectiveness of future marketing programs depend largely on the vitality, enthusiasm and dedication of the postsecondary marketing educators of Wisconsin. This vitality will continue to promote the quality, currency, relevancey, and leadership that has become the hallmark of Wisconsin postsecondary marketing education.

SUMMARY

This project was undertaken in order to bring uniformity in curricula among the VTAE districts and consistency with the Marketing Education National Curriculum Framework. It was the belief of the writers, VTAE staff, and consultants that horizontal articulation was essential to a curriculum that was broad based enought to prepare students regardless of location but yet sensitive to local environmental considerations.

It was also a belief that if representatives from the VTAE districts thoughout the state were assembled, agreement could be reached that would have implications not only for the program under consideration but long-range implications for other VTAE programs—including those outside the marketing curricular arena.

At the conclusion of the first task force meeting in August of 1988, the project staff was convinced that agreement could be reached, and wanted to verify that fact with the two surveys mailed to full-time marketing instructors, program supervisors, advisory committee members, and program directors/deans. The response fully endorsed what the first task force constructed and that was a core of five courses that should be included in the 104-3 General Marketing program.

The second task force was asked to identify concepts for each of those five courses to serve as the minimum content covered in each of the courses. The concepts were broadly written so as not to interfere with local autonomy and teaching style. This was accomplished will full agreement of the various curriculum supervisor working on the course concepts.

It is the hope of the project staff that the supplemental curriculum guide generated by the information collected as part of this project will be used by instructors and administrators to make the necessary changes in the 104-3 General Marketing program. The appropriateness of the project was fully endorsed by both task forces and the respondents from both surveys. Agreement on the core curriculum concept will allow districts to better control curriculum within their institution and also make vertical and horizontal articulation possible.